DOCUMENT RESUME

ED 399 526 CS 012 609

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TITLE	Diagnosis and Correction in Reading Instruction. Third Edition.
REPORT NO	ISBN-0-205-20023-0
PUB DATE	97
NOTE	514p.
AVAILABLE FROM	Allyn and Bacon, Order Processing, P.O. Box 11071, Des Moines, IA 50336-1071 ($54).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Elementary Education; Informal Reading Inventories; Parent Teacher Cooperation; Performance Based Assessment; Readability; Reading Comprehension; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; Standardized Tests; *Student Evaluation; Study Skills; Teacher Role; Vocabulary Development; Word Recognition

ABSTRACT

Based on the premise that diagnosis and correction are interwoven with reading instruction on a daily basis, this book helps preservice and in-service teachers acquire the skills necessary to make diagnosis and correction integral parts of their reading program. To achieve this goal, the book combines theory, basic knowledge and skills, practical application, and hands-on material. Chapters in the book are (1) Introduction to a Diagnostic-Reading and Correction Program; (2) The Teacher's Role in the Diagnostic-Reading and Correction Program; (3) What a Teacher Should Know about Tests, Measurement, and Evaluation; (4) Some of the Factors That Affect Reading Performance; (5) Visual and Auditory Factors and Their Effect on Reading; (6) Who Is Underachieving in Reading?; (7) Standardized Reading Achievement Tests: Survey Type; (8) Diagnostic Reading Tests and Techniques I: An Emphasis on the Informal Reading Inventory; (9) Diagnostic Reading Tests and Techniques II; (10) Observation and Other Child Study Procedures as Diagnostic Techniques: Performance-Based Assessment; (11) Helping Children Overcome Reading Difficulties; (12) Word Recognition Skills and Vocabulary Expansion: An Emphasis on Diagnosis and Correction; (13) Reading Comprehension and Literature: An Emphasis on Diagnosis and Correction; (14) Learning Strategies and Study Skills in a Diagnostic-Reading and Correction Program; (15) Helping Special Children in a Diagnostic-Reading and Correction Program; and (16) Teachers and Parents as Partners in the Diagnostic-Reading and Correction Program. Appendixes include an informal reading inventory, the Fry Readability Formula, and a 300-item glossary. (RS)

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